



James Hendrix Elementary

1084 Springfield Road
Boiling Springs, South

Grades	PK-4 Elementary School	
Enrollment	776 Students	
Principal	Dawn S. Neely	864-578-1288
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mr. Danny J. McDowell	864-578-0128

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

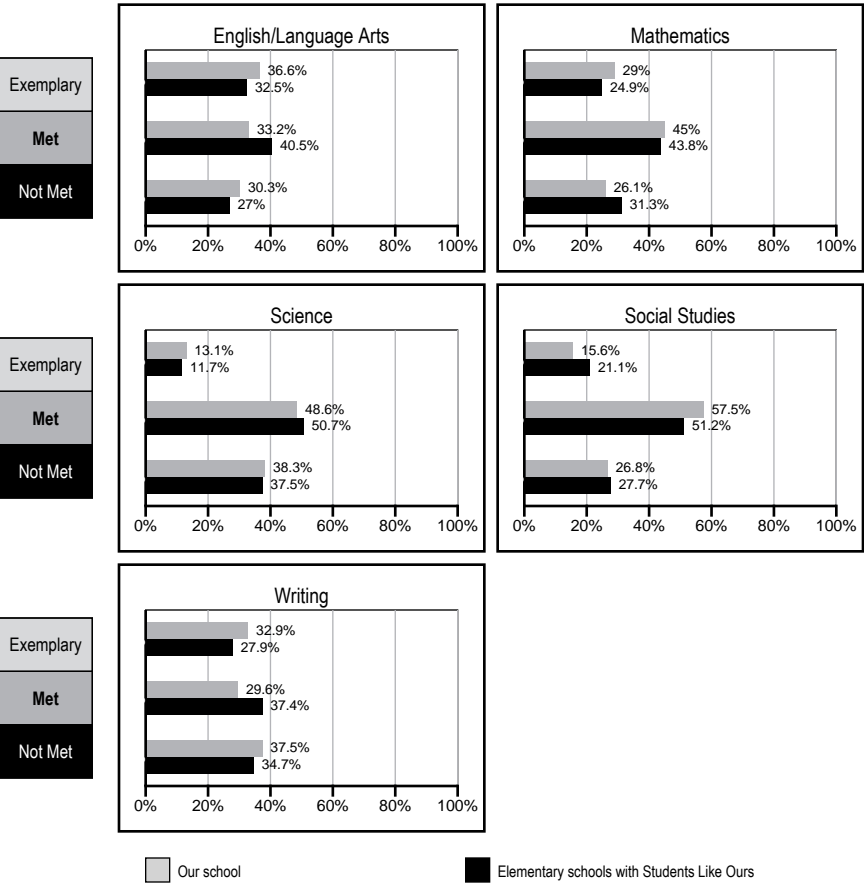
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	10	88	12	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=776)				
First graders who attended full-day kindergarten	97.9%	Down from 100.0%	100.0%	100.0%
Retention rate	2.4%	Down from 2.9%	2.5%	1.9%
Attendance rate	96.6%	Up from 96.4%	96.1%	96.3%
Eligible for gifted and talented	7.5%	Up from 5.1%	8.2%	10.0%
With disabilities other than speech	8.5%	Up from 6.6%	8.9%	7.7%
Older than usual for grade	0.4%	Down from 0.5%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	60.4%	Up from 51.1%	58.0%	59.4%
Continuing contract teachers	81.3%	Up from 78.7%	82.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.9%	Up from 82.4%	86.5%	85.9%
Teacher attendance rate	94.8%	Up from 94.4%	95.0%	95.1%
Average teacher salary*	\$47,410	Up 7.6%	\$47,235	\$47,149
Professional development days/teacher	7.0 days	Down from 9.0 days	11.8 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 18.1 to 1	18.6 to 1	18.8 to 1
Prime instructional time	89.1%	Up from 88.1%	90.1%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,877	Up 3.3%	\$7,342	\$7,458
Percent of expenditures for instruction**	63.8%	Up from 62.0%	68.5%	68.8%
Percent of expenditures for teacher salaries**	58.3%	Up from 57.0%	61.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The James H. Hendrix faculty, staff, and community developed a comprehensive plan as required by the Southern Association of Colleges and Schools. All stakeholders participated in the development of the goals in order that our students continue to improve in performance as a result of (1) the full implementation of the 100 Book Challenge Program, extensive classroom libraries, and summer reading enrichment opportunities, (2) enhanced instruction in math through the use of Math Out of the Box, (3) the development and implementation of social studies and science curriculum guides and greater emphasis on the integration of these subjects in math and reading, (4) opportunities for the faculty and staff to attend International Baccalaureate/Primary Years Program workshops and other meaningful and relevant staff development, and (5) continuation of our parent education series in math, writing, reading, science, and 100 Book Challenge initiatives.

During the 2008-2009 school years, Hendrix Elementary received an "ALL CLEAR" accreditation status from the Accreditation Section of the State Department of Education. The school also continued to be a fully accredited member of the Southern Association of Colleges and Schools. Among our third-grade students, 82.2% scored Basic (B), Proficient (P) or Advanced (A) on the English Language Arts (ELA) portion of the 2008 PACT test and 79.4% scored B, P or A in Math. Among our fourth graders, 80% scored B, P or A on ELA and 88% scored B, P or A in Math. Hendrix was once again recognized by the Office of the Governor as a 100% Governor's Reading Honor Roll School. Our full-day K5 kindergarten and our morning and afternoon 4K classes continuously strive to promote the skills that are needed to be ready for the next grade level. The teachers of ESOL, Special Education, Technology, German, Art, Dance, and Physical Education, as well as our Guidance Counselors, provide a well-rounded education for our students. We continue to enjoy our international exchange activities with students and teachers in Japan, Sweden, and Germany, and look forward to being the first public school in Spartanburg County to become a fully-authorized International Baccalaureate World School. Hendrix Elementary, with the support of our parents and community, continues to provide a student-centered, successful, and safe environment in which to learn.

Dawn Neely, Principal
Cindy Smith, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	94	66
Percent satisfied with learning environment	72.5%	88.3%	92.4%
Percent satisfied with social and physical environment	75.0%	94.6%	89.4%
Percent satisfied with school-home relations	69.2%	96.8%	89.4%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 27 out of 27 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	268	100	29.4	33.5	37.1	80.8	87.4	82.8	Yes	Yes
Gender										
Male	131	100	25.2	31.9	42.9	79.8	84.4	79.3	N/A	N/A
Female	137	100	33.3	34.9	31.7	81.7	90.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	116	100	16	35.8	48.1	92.5	89.4	89.5	Yes	Yes
African American	55	100	30.8	32.7	36.5	76.9	82.4	73.7	Yes	Yes
Asian/Pacific Islander	21	100	50	27.8	22.2	77.8	90	92.3	I/S	I/S
Hispanic	67	100	46.7	31.7	21.7	65	72.2	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	40	100	60.5	21.1	18.4	55.3	52.2	52	I/S	Yes
Migrant Status										
Migrant	6	I/S	I/S	I/S	I/S	I/S	48.5	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	87	100	44.6	32.5	22.9	68.7	77.8	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	190	100	35.8	34.1	30.1	75.1	81.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	268	100	25.3	45.3	29.4	82.4	86.3	78.9	Yes	Yes
Gender										
Male	131	100	23.5	41.2	35.3	84.9	84.3	77	N/A	N/A
Female	137	100	27	49.2	23.8	80.2	88.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	116	100	17.9	47.2	34.9	87.7	88	87.2	Yes	Yes
African American	55	100	32.7	48.1	19.2	76.9	78.6	66.7	Yes	Yes
Asian/Pacific Islander	21	100	22.2	44.4	33.3	94.4	91.9	93	I/S	I/S
Hispanic	67	100	33.3	41.7	25	75	77.7	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	40	100	52.6	31.6	15.8	63.2	52	45.5	I/S	Yes
Migrant Status										
Migrant	6	I/S	I/S	I/S	I/S	I/S	69.7	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	87	100	30.1	44.6	25.3	78.3	81.5	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	190	100	29.5	48.6	22	78.6	80.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	200	100	37	48.6	14.4	63	76.3	67.5
Gender								
Male	96	100	31.4	53.5	15.1	68.6	75.2	67
Female	104	100	42.1	44.2	13.7	57.9	77.5	68
Racial/Ethnic Group								
White	87	100	17.9	64.1	17.9	82.1	80.3	79.5
African American	42	100	53.8	35.9	10.3	46.2	60	50.3
Asian/Pacific Islander	13	100	I/S	I/S	I/S	I/S	76.3	84.3
Hispanic	52	100	54.2	37.5	8.3	45.8	60.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	29	100	63	25.9	11.1	37	35.4	35.6
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	45	46.1
English Proficiency								
Limited English Proficient	64	100	49.2	41	9.8	50.8	65.6	59.6
Socio-Economic Status								
Subsided meals	140	100	41.3	48.4	10.3	58.7	65.7	55.1

Social Studies								
All Students	200	99.5	26.2	58.5	15.3	73.8	77.4	72.3
Gender								
Male	97	99	23.9	60.2	15.9	76.1	77.1	71.5
Female	103	100	28.4	56.8	14.7	71.6	77.8	73.2
Racial/Ethnic Group								
White	86	98.8	16.7	65.4	17.9	83.3	79.4	80.7
African American	42	100	25	60	15	75	70	60
Asian/Pacific Islander	19	100	35.3	58.8	5.9	64.7	76.5	88.5
Hispanic	45	100	42.5	45	12.5	57.5	67.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	28	100	34.6	61.5	3.8	65.4	43.1	43.5
Migrant Status								
Migrant	4	I/S	I/S	I/S	I/S	I/S	41.2	50.7
English Proficiency								
Limited English Proficient	62	100	41.7	46.7	11.7	58.3	71	67.9
Socio-Economic Status								
Subsided meals	140	100	29.7	60.2	10.2	70.3	68.7	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	262	97.3	37.5	29.6	32.9	62.5	79.7	70.2	96.6	96.3
Gender										
Male	129	96.1	37.9	32.8	29.3	62.1	73.9	63.2	96.5	96.2
Female	133	98.5	37.1	26.6	36.3	62.9	86.2	77.5	96.6	96.3
Racial/Ethnic Group										
White	114	95.6	24.5	32.4	43.1	75.5	82.2	79.1	95.7	96
African American	54	98.2	43.1	21.6	35.3	56.9	72.9	57.6	96.8	97
Asian/Pacific Islander	19	100	38.9	44.4	16.7	61.1	77.5	86.2	96.1	97.4
Hispanic	66	98.5	56.7	30	13.3	43.3	61.6	62.6	97.6	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.2
Disability Status										
Disabled	43	83.7	82.9	14.3	2.9	17.1	31.2	26.1	95.6	95
Migrant Status										
Migrant	6	I/S	I/S	I/S	I/S	I/S	41.2	54.7	98.1	97.4
English Proficiency										
Limited English Proficient	87	97.7	48.8	32.9	18.3	51.2	65.8	61.2	97.5	96.9
Socio-Economic Status										
Subsidized meals	184	96.7	44.3	31.1	24.6	55.7	69.8	58.9	96.6	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	134	100	26.6	29	44.4	73.4
	4	134	100	32.2	38	29.8	67.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	134	100	34.7	40.3	25	65.3
	4	134	100	15.7	50.4	33.9	84.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	66	100	38.3	43.3	18.3	61.7
	4	134	100	36.4	51.2	12.4	63.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	69	98.6	21.5	53.8	24.6	78.5
	4	131	100	28.8	61	10.2	71.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	133	98.5	42.7	27.4	29.8	57.3
	4	129	96.1	31.9	31.9	36.2	68.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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